



Year 4 Writing Assessment

Working towards the expected standard					
After discussing the purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar across a range of texts					
Create settings, characters and plot in narratives.					
Organise writing into paragraphs around a theme.					
Maintain accurate tense throughout a piece of writing.					
Use mostly correctly full range of punctuation from previous year groups (Aa . ? ! , in list ')					
Use inverted commas at the beginning and end of direct speech.					
Begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. The strict teacher with curly hair.					
Use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.					
Use co-ordinating conjunctions when writing compound sentences (for, and, or, but, yet, so)					
Spell many of the Year 3 and 4 statutory spelling words correctly.					
Working at the expected standard					
Showing an awareness of purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar across a range of texts					
Create more detailed settings, characters and plot in narratives to engage the reader.					
Consistently organise their writing into paragraphs in fiction and non-fiction texts					
Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.					
Use all the necessary punctuation in direct speech mostly accurately.					
Use apostrophes for singular and plural possession with increasing confidence.					
Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. The strict teacher with curly hair.					
Select and use determiners correctly (including a/an, this/that, my/your/our)					
Use fronted adverbials to link ideas across paragraphs for when and where. E.g. Several hours later... Back at home... usually demarcated with commas.					
Organise dialogue mostly correctly					
Create complex sentences, with accurate use of comma, using How? When? Where? Fronted adverbials (Silently trudging through the snow... As the clock struck 12... In the distance...)					
Manage the appropriate choice of nouns or pronouns within and across sentences to aid cohesion and avoid repetition, e.g. he, she, they, it.					
Use organisational devices in non-fiction writing. E.g. captions, text boxes, diagrams etc					
Spell most of the Year 3 statutory spellings					
Spell some of the Year 4 statutory spellings					
Consistently use a neat, joined handwriting style.					
Working at greater depth within the expected standard					
Showing an increased awareness of purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar across a range of texts					
Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.					
Secure application in the use of fronted adverbials across a range of texts					
Control dialogue within a narrative text ensuring a balance between the two					
Maintain a consistent approach to paragraphing					
Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.					
Use the full range of punctuation taught correctly (comma to mark a clause, dialogue punctuation)					